Accommodations Toolkit

Text-to-speech: States' Accessibility Policies, 2023

This summary of states' accessibility policies for **text-to-speech** is part of the *Accommodations Toolkit* published by the National Center on Educational Outcomes (NCEO).[1] The toolkit also contains a summary of the research literature on text-to-speech.

Accessibility policies often have several tiers of accessibility features: universal features, designated features, and accommodations. Figures 1, 3, and 5 summarize how states included text-to-speech in their accessibility policies for students with disabilities in 2023. Figures 2, 4, and 6 summarize how states included text-to-speech in their accessibility policies for English learners in 2023. Tables 1-3 show how text-to-speech was included in the policies, while Table 4 contains additional details and specifications.

Figure 1. States' Accessibility Policies for Students with Disabilities for Text-to-Speech on Reading/ELA/Writing, 2023

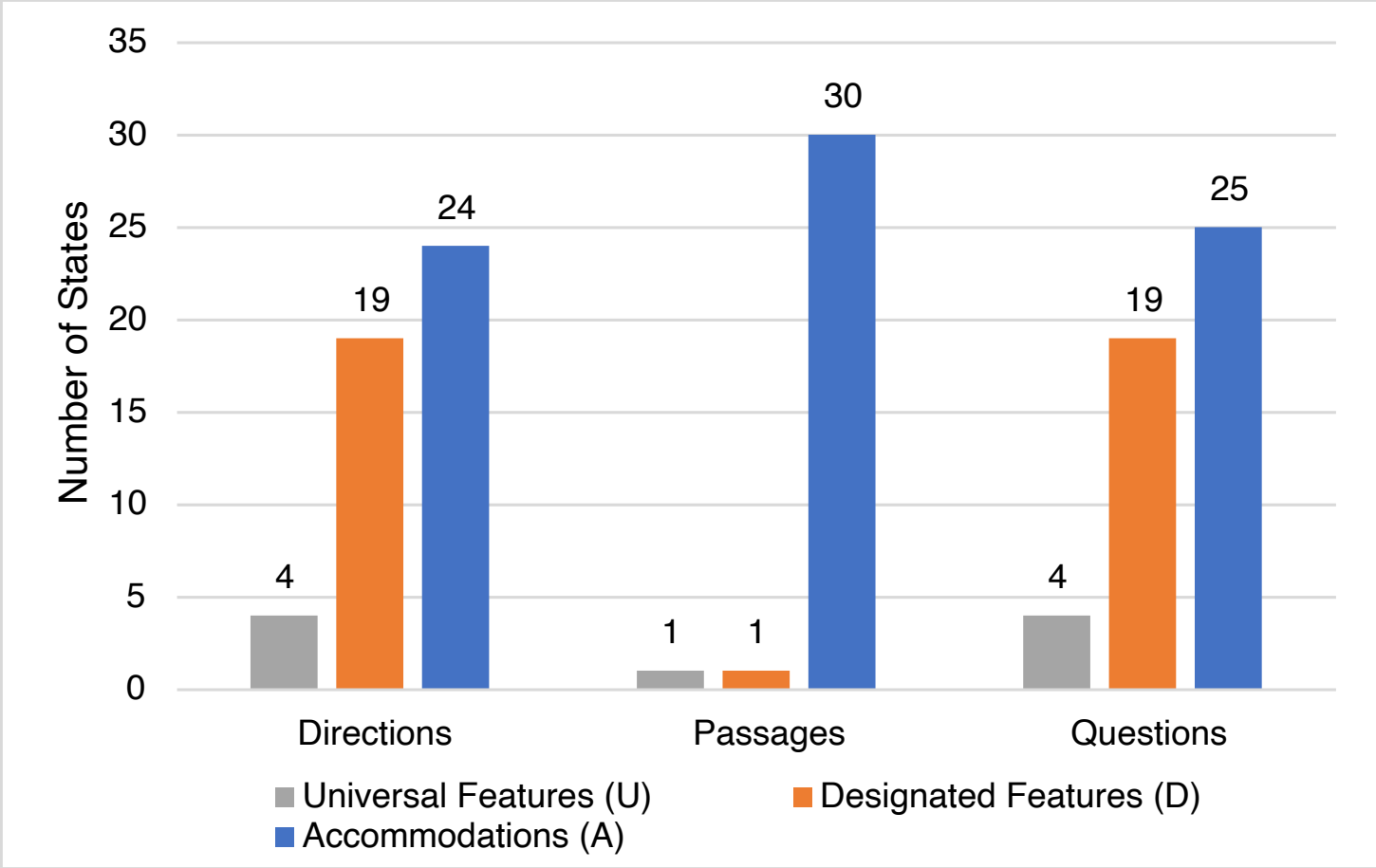

Figure 2. States' Accessibility Policies for English Learners for Text-to-Speech on Reading/ELA/Writing, 2023

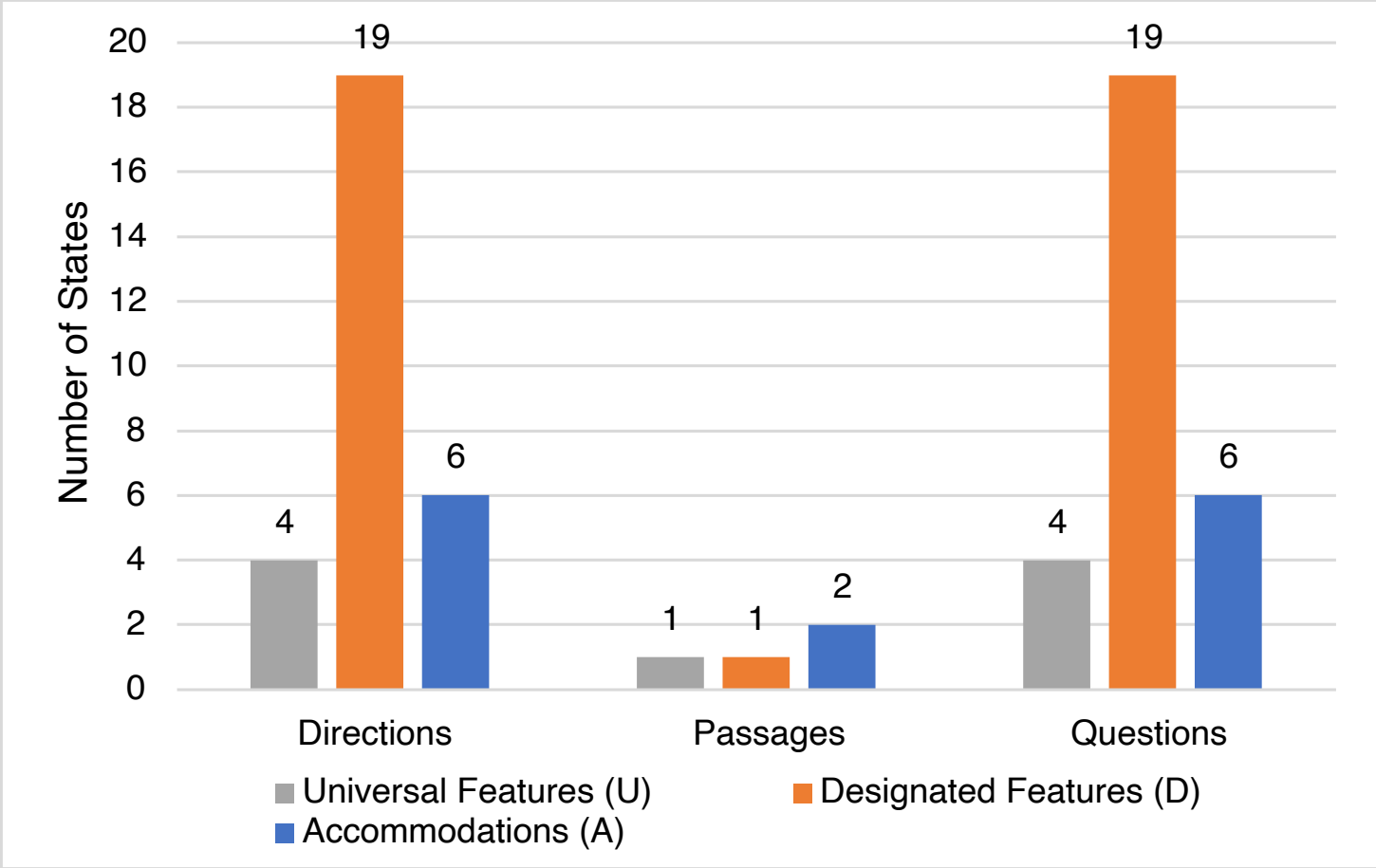

Figure 3. States' Accessibility Policies for Students with Disabilities for Text-to-Speech on Mathematics, 2023

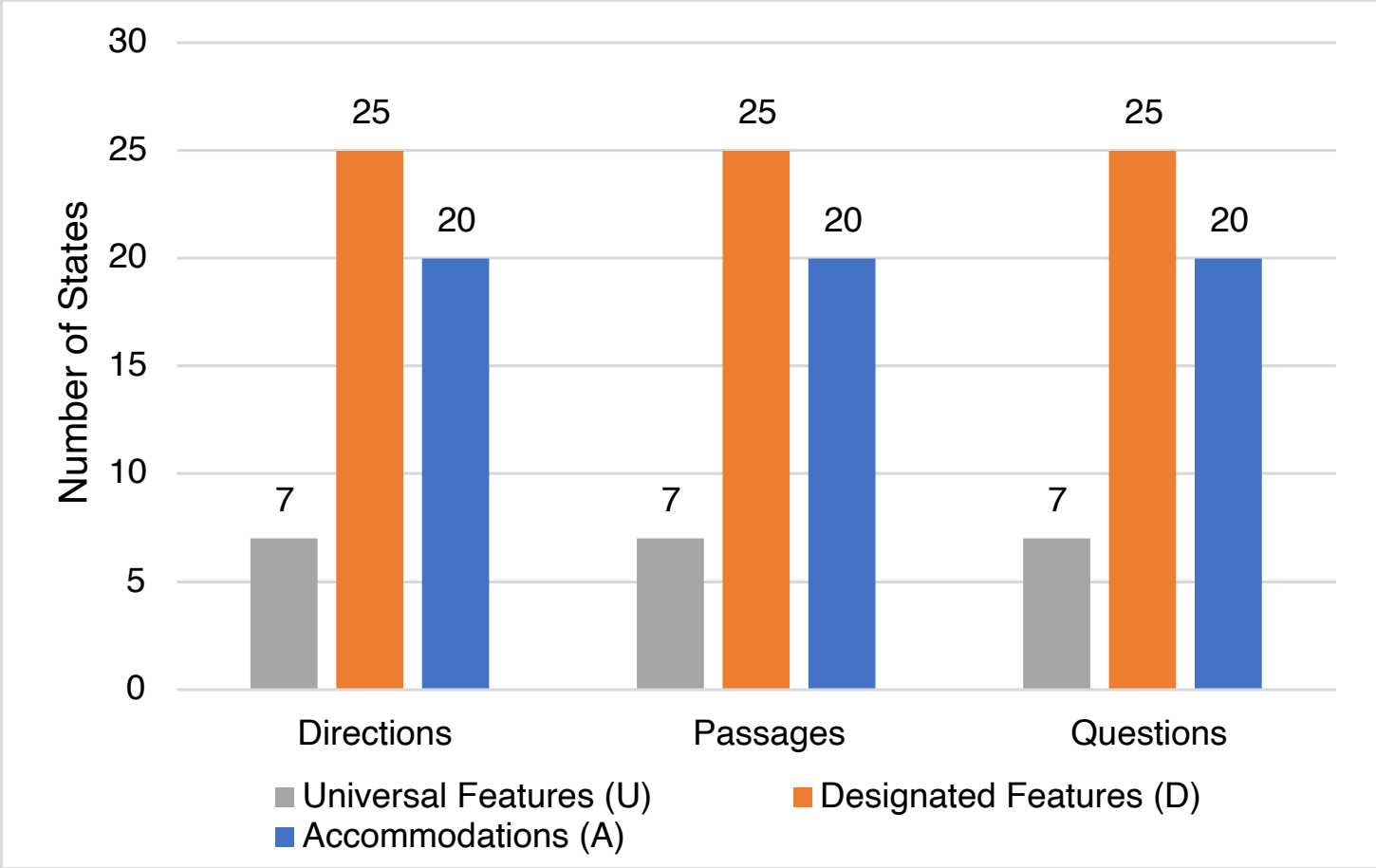

Figure 4. States' Accessibility Policies for English Learners for Text-to-Speech on Mathematics, 2023

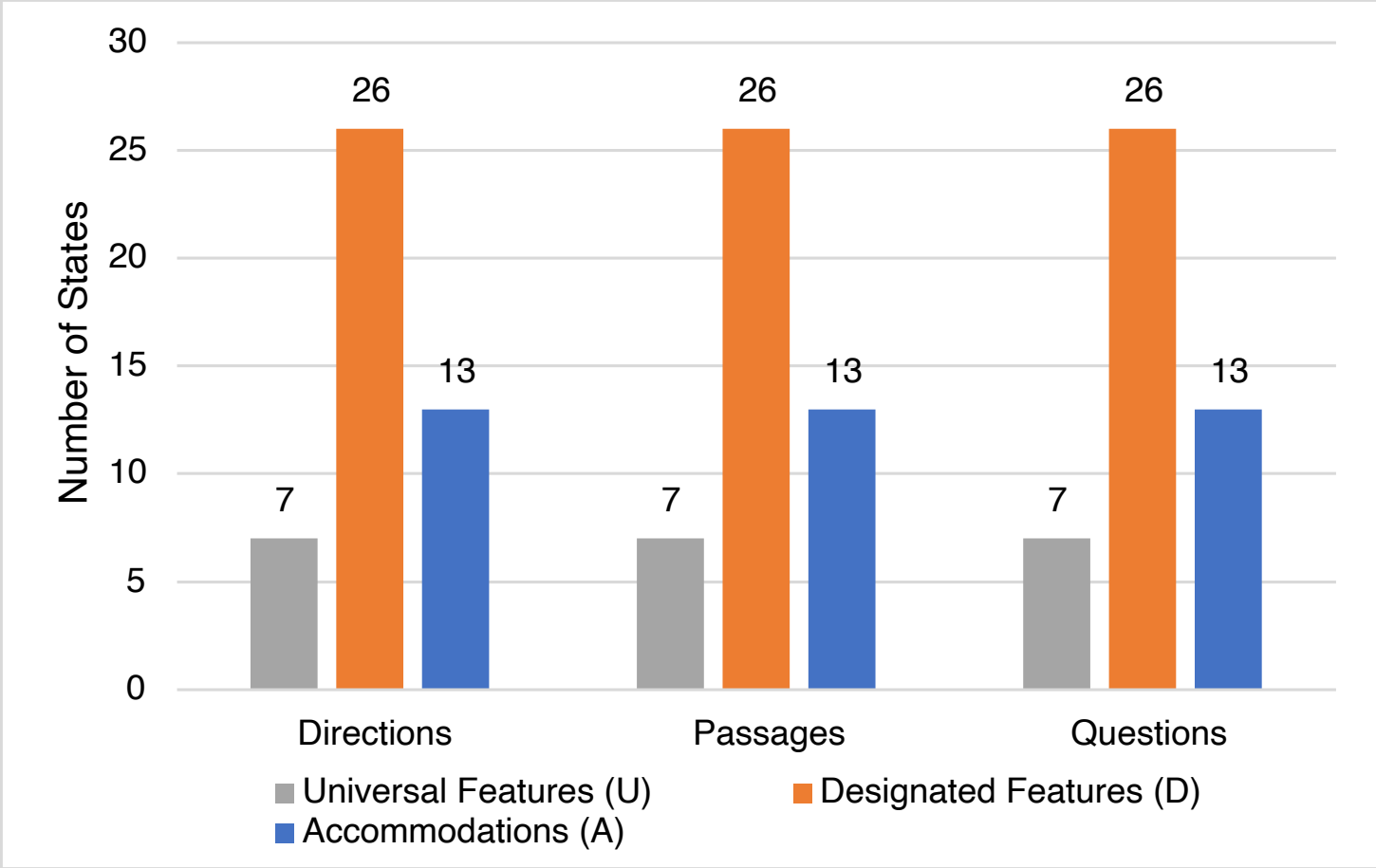

Figure 5. States' Accessibility Policies for Students with Disabilities for Text-to-Speech on Science, 2023

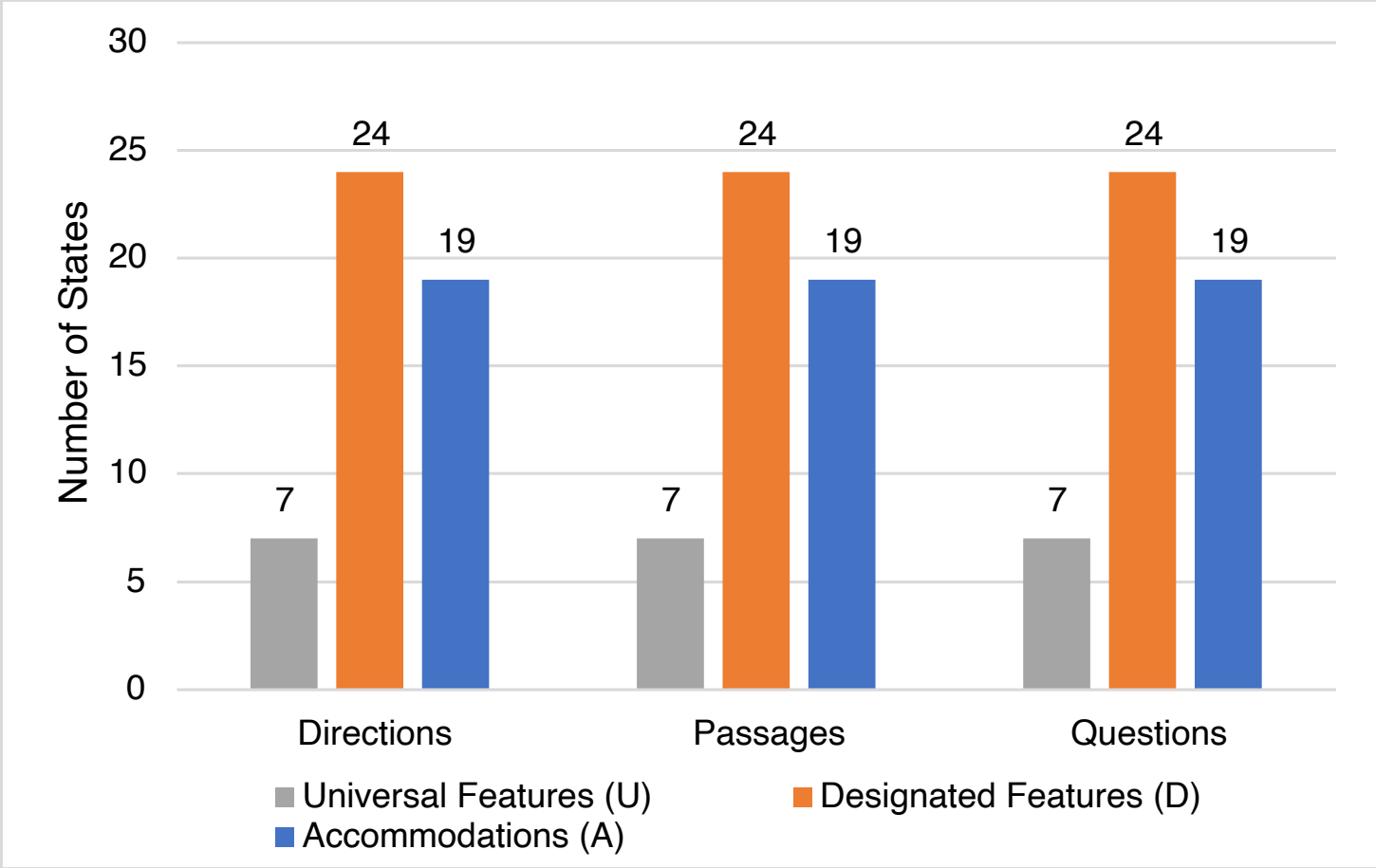

Figure 6. States' Accessibility Policies for English Learners for Text-to-Speech on Science, 2023

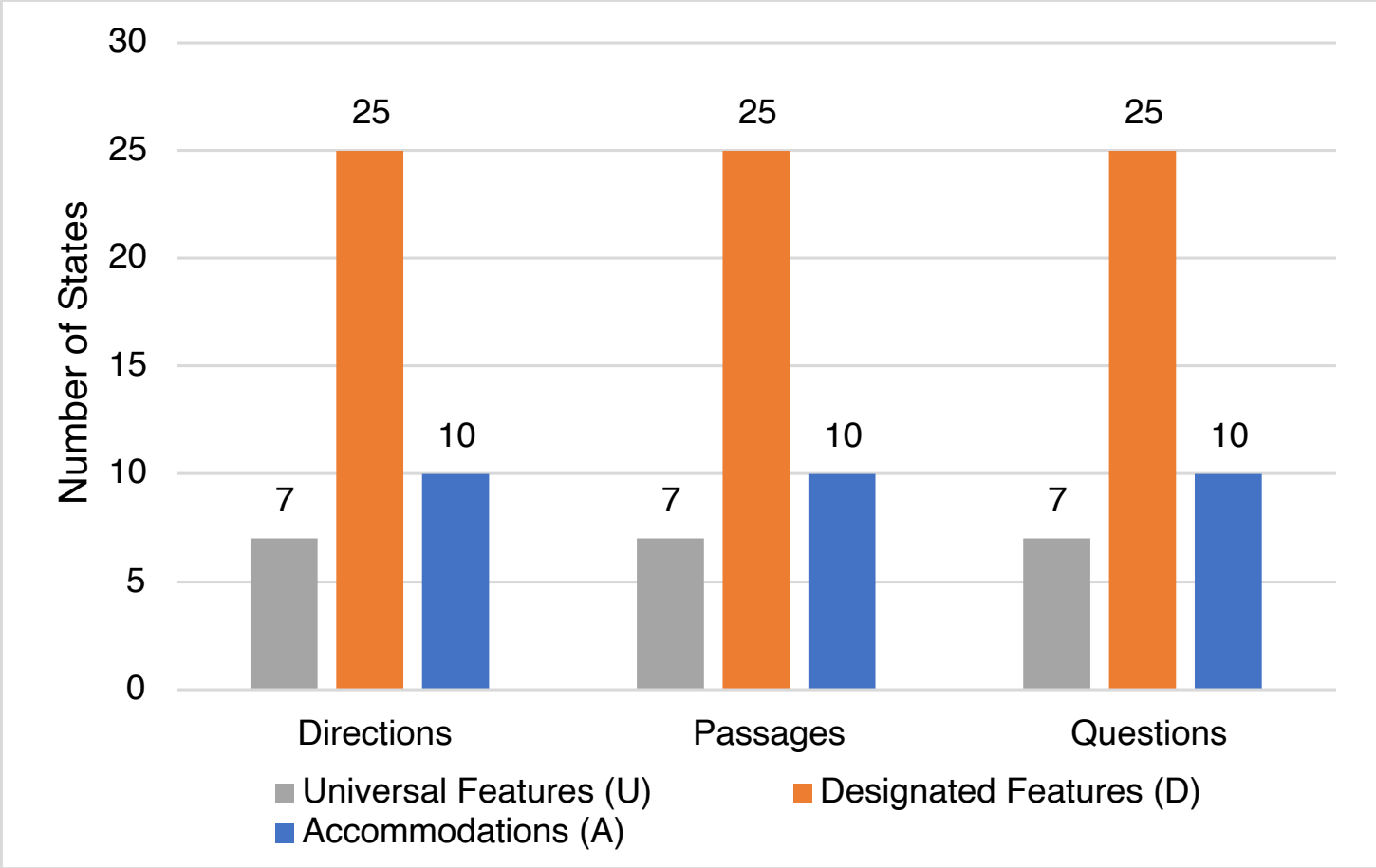

Table 1. Accommodations Policies for Text-to-Speech for Reading/ELA/Writing by State, 2023

U = Universal Feature, D = Designated Feature, A = Accommodation, ELA = English Language Arts, X = Allowed, SD =

State	Directions			Passages	
	U	D	A	U	
Alabama			SD, E		
Alaska			SD, E	P	
Arizona	X			X	
Arkansas					
California		X			
Colorado					
Connecticut		X			
Delaware	X	X			
District of Columbia			SD		

Florida			SD, E		
Georgia			SD		
Hawaii		X			
Idaho		X			
Illinois			SD		
Indiana			SD		
Iowa		X			X
Kansas	X				
Kentucky			SD		
Louisiana			SD		
Maine		X		P	
Maryland			SD		
Massachusetts			SD		
Michigan		X			

Minnesota					
Mississippi			SD	P	
Missouri			SD	P	
Montana		X			
Nebraska			SD, E	P	
Nevada		X			
New Hampshire		X	SD		
New Jersey			SD		
New Mexico		X		P	
New York			SD		
North Carolina			SD	P	
North Dakota		X		P	
Ohio			SD, E		

Oklahoma					
Oregon		X			
Pennsylvania					
Rhode Island			SD		
South Carolina					
South Dakota		X			
Tennessee			SD		
Texas		X			
Utah			SD		
Vermont		X			
Virginia			SD		
Washington		X			
West Virginia			SD, E		

Wisconsin	X				
Wyoming		X			
Total (Students with Disabilities)	4	19	24	1	
Total (English Learners)	4	19	6	1	

* See details/specifications for which passages qualify for this accommodation

Table 2. Accommodations Policies for Text-to-Speech for Mathematics by State, 2023

U = Universal Feature, D = Designated Feature, A = Accommodation, ELA = English Language Arts, X = Allowed, SD =

State	Directions			Passages	
	U	D	A	U	
Alabama			SD, E		
Alaska			SD, E		
Arizona	X			X	
Arkansas			SD		
California		X			X
Colorado	X			X	
Connecticut		X			X
Delaware	X	X		X	X
District of Columbia		X	E		X

Florida			SD, E		
Georgia			SD		
Hawaii		X			X
Idaho		X			X
Illinois		X			X
Indiana			SD		
Iowa		X			X
Kansas	X			X	
Kentucky			SD		
Louisiana		X			X
Maine		X			X
Maryland		X	E		X
Massachusetts			SD, E		
Michigan	X	X		X	X

Minnesota			SD, E		
Mississippi			SD		
Missouri			SD		
Montana		X			X
Nebraska		X	SD, E		X
Nevada		X			X
New Hampshire		X			X
New Jersey		X	E		X
New Mexico		X			X
New York			SD		
North Carolina			SD		
North Dakota		X			X
Ohio	X			X	

Oklahoma			SD, E		
Oregon		X	E		X
Pennsylvania					
Rhode Island			SD, E		
South Carolina					
South Dakota		X			X
Tennessee			SD		
Texas		X			X
Utah			SD		
Vermont		X			X
Virginia			SD		
Washington		X			X
West Virginia			SD, E		

Wisconsin	X	X(E)		X	
Wyoming		X			
Total (Students with Disabilities)	7	25	20	7	
Total (English Learners)	7	26	13	7	

Table 3. Accommodations Policies for Text-to-Speech for Science by State, 2023

U = Universal Feature, D = Designated Feature, A = Accommodation, ELA = English Language Arts, X = Allowed, SD =

State	Directions			Passages	
	U	D	A	U	
Alabama			SD, E		
Alaska			SD, E		
Arizona	X			X	
Arkansas			SD		
California		X			X
Colorado	X			X	
Connecticut		X			X
Delaware	X	X		X	X
District of Columbia		X			X

Florida			SD, E		
Georgia			SD		
Hawaii		X			X
Idaho		X			X
Illinois		X			X
Indiana			SD		
Iowa		X			X
Kansas	X			X	
Kentucky			SD		
Louisiana		X			X
Maine					
Maryland		X			X
Massachusetts					
Michigan	X	X		X	X

Minnesota			SD, E		
Mississippi			SD		
Missouri			SD		
Montana		X			X
Nebraska		X	SD, E		X
Nevada		X			X
New Hampshire		X			X
New Jersey		X	E		X
New Mexico		X			X
New York			SD		
North Carolina			SD		
North Dakota		X			X
Ohio	X			X	

Oklahoma			SD, E		
Oregon		X	E		X
Pennsylvania					
Rhode Island			SD, E		
South Carolina					
South Dakota		X			X
Tennessee			SD		
Texas		X			X
Utah			SD		
Vermont		X			X
Virginia			SD		
Washington		X			X
West Virginia			SD, E		

Wisconsin	X	X(E)		X	
Wyoming		X			
Total (Students with Disabilities)	7	24	19	7	
Total (English Learners)	7	25	10	7	

Table 4. Details and Specifications: States' Text-to-Speech Accessibility Policies

State	Details/Specifications
Alabama	**Accommodation (Students with Disabilities):** The TTS accommodation is used for students who have a reading disability that is documented in the IEP or Section 504 Plan. TTS is a technology that converts digital text into spoken voice output. TTS is equivalent to a read-aloud accommodation. **Accommodation (English Learners):** English Text-to-Speech: The TTS accommodation is used for students who have a reading disability that is documented in an IEP, I-ELP, or Section 504 Plan. TTS is a technology that converts digital text into spoken voice output. TTS is equivalent to a read-aloud accommodation. Spanish Text-to-Speech: This accommodation is available for all EL students who receive this accommodation on a regular basis as documented in the I-ELP. This accommodation may not be identified in the I-ELP as "Text-to-Speech" but rather as a read aloud accommodation.
Alaska	**Accommodation:** Allows students to start, stop, or replay computer audio of the text associated with the content on the screen. Text-to-Speech does NOT read the passages associated with ELA reading items.
Arizona	**Universal Feature:** Allows the student to access Text-to-Speech for content of Math, Writing, and Science test units.
Arkansas	**Accommodation:** Converts on-screen test directions and test items into spoken voice output. Orienting descriptions tell examinees where they are on the screen. Recommended Usage: Examinees with a learning disability in reading comprehension or decoding, or examinees with a visual impairment. Arkansas Policy: Use of Spanish Text + Audio is prohibited.

California	**Designated Feature:** Text-to-Speech: The test delivery system reads text in English, including student responses, aloud to a student via embedded text-to-speech technology. The student can control the speed as well as the volume of the voice. For ELA and the CSA, this resource is a designated support for stimuli and items, but not for reading passages. For ELA and CSA reading passages and the ELPAC Listening, Speaking, and Writing domains, refer to the text-to-speech accommodation. Text-to-Speech in Spanish (Math): The test delivery system reads text in Spanish aloud to a student via embedded text-to-speech technology. The student can control the speed as well as raise or lower the volume of the voice. This resource is for mathematics items only. Because the CAAs are administered in a one-on-one setting, this resource is not applicable to the CAA for Mathematics. **Accommodation:** The test delivery system reads text, including student responses, aloud to a student via embedded text-to-speech technology. The student can to control the speed as well as the volume of the voice. For ELA and the CSA, this resource is an accommodation for reading passages. For ELA and CSA stimuli and items, refer to the text-to-speech designated support.

Colorado	**Universal Feature (Math, Science):** Text-to-speech is the computer-based auditory presentation feature available to students who are unable to decode printed or tactile code. These students receive auditory presentation of text during instruction and classroom assessment. Through TTS, on-screen text is read aloud to the student by means of embedded text-to-speech software. Note: Contact CDE Assessment regarding ELA. Any modification of the assessment is a misadministration and will result in an invalid score. Word-for-word highlighting accompanies the device's reading of the on-screen text. Just before a section of text is read, it is highlighted in yellow; each word in that section is highlighted in blue as it is read by the device. When words that appear in an image or graphic are read, the entire graphic panel is highlighted by a blue box. Note: Highlight colors may change if different color contrast settings are selected. Students assigned to the TTS form determine how and when they interact with the feature. The student may utilize the TTS tool in two ways. 1. Select the "Play" button for all text to be read from the beginning of the item to the end, including sources. 2. The "Toggle Click-to-Hear" button allows the student to select the starting point for activating TTS. If tested in a group, students assigned to the TTS form must wear headphones. Students must set the volume at such a level that there is no sound leakage to surrounding students. Students must verify the volume is "turned on" before signing into TestNav by using the "Test Audio" function on the TestNav Sign In screen. These students may take the assessment with other students who are using TTS, as well as students who are not using TTS. Students who are unable to use headphones may use speakers; however, this accessibility feature and consideration requires testing in a one-on-one environment. During testing, TTS is only available to students who were pre-assigned the TTS form through the SR/PNP in PAnext during form assignment. Students should have the opportunity to practice with TTS functionalities on the student practice resources prior to testing. Functionality is dependent upon specific item type. Students may only use TTS through TestNav. Device operating system accessibility features are not allowed during testing.

Connecticut	**Designated Feature:** Text-to-Speech (Math and Science, Stimuli & Items), (ELA Items, NOT Reading Passages): Allows text to be read aloud to the student via embedded text-to-speech (TTS) technology. The student is able to control the speed, as well as raise or lower the volume of the voice via a volume control. Text-to-speech is available as an embedded designated support for science, math, and ELA items (not for ELA reading passages, which is available to eligible students with an active IEP or 504 Plan as an embedded accommodation). Text-to-speech is available only in English for Smarter Balanced ELA items, while text-to-speech on the Smarter Balanced Math and NGSS is available in both English and Spanish. For this feature to work in Spanish, Spanish Presentation must be set in TIDE to math stacked or science toggle. Text-to-speech must also be activated in TIDE for each appropriate content area. Text-to-Speech (Math and Science, English (Default) and Spanish): This support allows text to be read to the student via embedded text-to-speech (TTS) technology. The student is able to control the speed, as well as raise or lower the volume of the voice via a volume control. Text-to-speech in Spanish for math and science functions when both Spanish Presentation (math stacked and science toggle) and text-to-speech for Stimuli & Items are selected from the math and science drop-down menus in TIDE. **Accommodation:** Text-to-Speech for ELA Reading Passages (Grades 3-8): There are a variety of reader options for students with various access needs. Begin by reviewing the Connecticut Smarter Balanced and NGSS Reader Options Table to learn more about available designated supports and accommodations. One such accommodation is text-to-speech of the ELA Reading Passages. This accommodation allows the reading passages to be read aloud to the student via embedded text-to-speech technology. This accommodation is only for students in Grades 3-8 with a documented print disability, or for blind students who do not yet have adequate braille skills. Information on selecting this accommodation for appropriate students is found in Guidelines for Choosing Text-to-Speech or Read Aloud for Smarter Balanced. Text-to-speech for ELA reading passages is not available for EL/ML (unless the EL student has an IEP or 504 Plan to document this needed accommodation). The text-to-speech for ELA reading passages accommodation is intended for a small group of students. The PPT or 504 Team should complete (and maintain locally) the 2022-23 Decision Guidelines for Text-to-Speech of the Smarter Balanced ELA Reading Passages to confirm eligibility. When text-to-speech is used, appropriate headphones must be available to the student, unless the student is tested individually in a separate setting.

Delaware	**Universal Feature:** Text-to-Speech—Text Only: Students can hear the text of items and stimuli/passages (excluding simulations) read aloud through embedded text-to-speech software. Students can use the feature by selecting the play button to play from the beginning. Alternatively, students can use the Select to Hear function, which allows students to hear a specific section of text read aloud. To active Select to Hear, students simply select the text that they would like to hear by right clicking and holding down the mouse button. Text-to-Speech—Text Only will be available on all forms except for Spanish, American Sign Language, Braille and Paper-Pencil. **Designated Feature (not for reading passages):** Text is read aloud to the student via embedded text-to-speech technology. Student is able to control the speed as well as raise or lower the volume of the voice via a volume control. Students who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud. This support also may be needed by students with reading-related disabilities, or by students who are blind and do not yet have adequate braille skills. Students would need to use this support regularly during instruction to meaningfully benefit from it on assessments. Students who use text-to-speech will need headphones unless tested individually in a separate setting. TTS for Questions and stim/passages for ELA PT, Math CAT, and Math PT can be selected by school and district staff. TTS and Human Reader are NOT interchangeable. Each must be selected separately and considered carefully if a student needs both accommodations. TTS is preferred but there are some students for which TTS can be difficult for them to use or they are not familiar with it. **Accommodation:** Text-to-Speech—Text + Graphics: Text of items and stimuli/passages (excluding simulations) and descriptions of graphics are read aloud to the student via embedded text-to-speech software. Students can use the feature by selecting the play button to play from the beginning or the megaphone icon to specify where to start reading. To request this accommodation, complete Appendix A-3 and submit via DOE Help Desk. Text-to-Speech ELA Passages: Text is read aloud to the student via embedded text-to-speech technology. Student is able to control the speed as well as raise or lower the volume of the voice via a volume control. This accommodation is appropriate for a very small number of students. Text-to-speech is available as an accommodation for students whose need is documented in an IEP or 504 plan. Students would need to use this support regularly during

	instruction. Students who use text-to-speech will need headphones unless tested individually in a separate setting. TTS for ELA passages can only be activated by DOE. TTS and Human Reader are NOT interchangeable and must be considered carefully if a student needs both accommodations. Complete Appendix A3 References: See Appendix B-4 and Appendix A-6.
District of Columbia	**Accessibility Feature (Designated Feature, Math and Science):** The student selects the "Text-to-Speech Player" icon on the toolbar on the right side of the screen. The test is read aloud to the student using embedded text-to-speech software. The student may pause and resume the audio. To choose a speed (slow, normal, fast), select the "Text-to-Speech Settings" icon. Once the test begins, the volume level cannot be changed. The student must be tested in a separate setting if unable to wear headphones. **Accommodation (Students with Disabilities):** ELA/Literacy Assessments, including items, response options and passages: Text-to-Speech, American Sign Language (ASL) video. A student receives an audio representation of the ELA/literacy assessment either through embedded text-to-speech, embedded ASL video, or a Human Reader/Signer. For Human Reader, the Test Administrator will need to reference Appendix I: PARCC ELA Audio Guidelines. Note: If headphones are not used for text-to-speech, or the student has a Human Reader or Signer, the student must be tested in a separate setting. **Accommodation (English Learners):** Text-to-Speech for the Mathematics Assessments in Spanish: The student selects the "Text-to-Speech Player" icon on the toolbar on the right side of the screen. The test is read aloud to the student in Spanish using embedded text-to-speech software. The student may pause and resume the audio as needed. To choose a speed (slow, normal, fast), select the "Text-to-Speech Settings" icon. Once the test begins, the volume level cannot be changed. Student must be tested in a separate setting if unable to wear headphones.

Florida	**Accommodation (Students with Disabilities):** Flexible Presentation: For computer-based test administrations, a student may use the text-to-speech (TTS) accommodation for oral presentation of prompts, items, and answer choices. TTS will not be enabled on passages in Writing and ELA Reading tests, with the exception of students who have been approved for a unique accommodation. For computer-based Writing test administrations, students who have text-to-speech may also receive Text-to-Speech on Writing Response. Flexible Responding: A student receiving speech-to-text may also have Text-to-Speech on Writing Response enabled. Oral Presentation Accommodations: For computer-based tests, text-to-speech features are available on the appropriate read-aloud portions for students who are assigned this accommodation in TIDE. If the type of oral presentation is not specified on the IEP or Section 504 Plan, the accommodation may be provided by a human reader or via the computer-based text-to-speech form. If specified, the accommodation should be provided as documented. As with all accommodations, the manner in which the accommodation is provided should be consistent with its use in the classroom (ensuring that students have sufficient practice and are familiar with the format). Computer-Based Accommodations: For text-to-speech accommodations, students must have headphones or earbuds for testing, and headphones/earbuds must be plugged in prior to launching the secure browser on student computers or devices. For speech-to-text accommodations, students must have a microphone for testing, and the microphone must be plugged in prior to launching the secure browser on student computers or devices. Use the instructions and examples below and on the following pages when providing oral presentation of an assessment to eligible students who have the accommodation documented in an IEP or Section 504 Plan. Any portions of tests that may be read aloud may also be signed for students who require use of sign language. These rules are consistent with text-to-speech functionality for test items in computer-based tests. For students with the oral presentation accommodation taking Mathematics, Algebra 1 EOC, Geometry EOC, Grades 5 & 8 Science, Biology 1 EOC, Civics EOC, U.S. History EOC, or the FCLE, all directions, passages, test questions, and answer choices may be read aloud. Charts, tables, illustrations, and graphs may also be read aloud to students with the oral presentation accommodation. The test administrator or proctor may describe the charts, tables, illustrations, graphs, etc., in a manner similar to that which the student would normally encounter in the classroom, but the test administrator or proctor must exercise care not to use inflection that might lead a student to the correct/incorrect response.

	Passages in Writing and ELA Reading tests may not be read aloud to students, with the exception of students who have been approved for a unique accommodation. For a student to qualify for the unique accommodation that allows auditory presentation of Writing and ELA Reading Passages, the student must be severely visually disabled and without tactile or manual abilities; the student may also qualify if he or she is newly blind and has not yet learned braille or the student's disability severely limits his or her ability to learn braille. A student may also qualify for the unique accommodation that allows auditory presentation of Writing and Reading Passages if he or she has a documented deficit in decoding and is receiving evidence-based intervention in addition to core instruction. These unique accommodations must be submitted every calendar year by the district assessment coordinator to FDOE for approval **Accommodation (English Learners):** Note: For any portions of tests that may be read aloud or signed for students with disabilities, assistance in heritage language only (not oral presentation) may be provided for students identified as English Language Learners (ELLs) or recently exited ELLs. Please note the following for Writing and ELA Reading assessments. 1. Directions, test questions, prompts, and answer choices may be read aloud. 2. Passages may not be read aloud, with the exception of students who have been approved for a unique accommodation (see above). 3. When passages or excerpts from passages appear within items, the following rules apply: • Words, phrases, and individual sentences from passages that appear in the stem or in the answer choices may be read aloud. • Portions of passages longer than one sentence that appear in the stem or in the answer choices may not be read aloud. • More than two lines from a poetry passage that appear in an item may not be read aloud. • Paragraphs from passages (including individual sentences presented together in paragraph form) that appear in the stem or in the answer choices may not be read aloud. Only paragraph numbers may be read aloud. • Excerpts within editing task choice items, regardless of how long they are, may not be read aloud.
Georgia	Text-to-speech is included as a screen reader accommodation.

Hawaii	**Designated Feature:** Text-to-Speech (not ELA Reading Passages): Text is read aloud to the student via embedded text-to-speech technology. The student is able to control the speed as well as raise or lower the volume of the voice via a volume control. Recommendations for use: • Students who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud. • This support also may be needed by students with reading-related disabilities, or by students who are blind and are advancing toward English braille proficiency. • Students would need to use this support regularly during instruction to meaningfully benefit from using it on assessments. • Students who use text-to-speech will need headphones unless tested individually in a separate setting. Text-to-Speech in Spanish (Math, Science): Text in Spanish is read aloud to the student via embedded text-to-speech technology. The student is able to control the speed as well as raise or lower the volume of the voice via a volume control. Recommendations for use: • Students who are struggling readers, whose primary language is Spanish, and who use dual language supports in the classroom may need assistance accessing the assessment by having all or portions of the assessment read aloud in Spanish. • This support also may be needed by students with reading-related disabilities, or by students who are advancing toward English braille proficiency. • This support will likely be confusing and may impede the performance of students who do not regularly have the support during instruction. • Students who use text-to-speech in Spanish will need headphones unless tested individually in a separate setting. **Accommodation (ELA Reading Passages):** Text-to-Speech: Text is read aloud electronically via embedded text-to-speech technology. The student is able to control the speed as well as raise or lower the volume of the voice via a volume control. Recommendations for use: • The Text-to-Speech State Test Accommodation for the ELA CAT Reading Passages is appropriate for a very small number of students.

	• The purpose of the ELA CAT Reading Passages is to measure a student's independent reading level. • The text-to-speech accommodation for reading passages is intended to provide access to the text, not to make up for being a slow reader. • Students who are verified to use text-to-speech for the reading passages will need headphones unless tested individually in a separate setting. • Refer to the Hawai'i State Test Accommodation Guides and the Guidelines For Choosing Text-To-Speech or Read Aloud Accommodations (Grades 3-5) for guidance on the use of the Text-to-Speech State Test Accommodation.

Idaho	**Designated Feature:** Text-to-Speech (Math, Science, ELA Items, Not Reading Passages): Text is read aloud to the student via embedded text-to-speech technology. The student is able to control the speed, pause the voice, and or lower the volume of the voice via a volume control. Recommendations for use: Students who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud. This support also may be needed by students with reading-related disabilities, or by students who are blind and are advancing toward English braille proficiency. Students would need to use this support regularly during instruction to meaningfully benefit from it on assessments. Students who use text-to-speech will need headphones unless tested individually in a separate setting. Text-to-Speech in Spanish (Math, Science): Text is read aloud to the student via embedded text-to-speech technology in Spanish. The student is able to control the speed, pause the voice, and or lower the volume of the voice via a volume control. Recommendations for use: Students who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud. This support also may be needed by students with reading-related disabilities, or by students who are blind and are advancing toward English braille proficiency. Students would need to use this support regularly during instruction to meaningfully benefit from it on assessments. Students who use text-to-speech will need headphones unless tested individually in a separate setting. **Accommodation (ELA Reading Passages):** Text is read aloud to the student via embedded text-to-speech technology. The student is able to control the speed, pause the voice, and or lower the volume of the voice via a volume control. Members can refer to the Guidelines for Choosing TTS or Read Aloud in Grades 3-5 when deciding if this accommodation is appropriate for a student. Recommendations for use: This accommodation is appropriate for a very small number of students. Text-to-speech is available as an accommodation for students whose need is documented in an IEP or 504 Plan. Students who use text-to-speech will need headphones unless tested individually in a separate setting.

Illinois	**Accessibility Feature (Designated Feature):** Text-to-Speech (Math): The student selects the "Text-to-Speech Player" icon on the toolbar on the right side of the screen. The test is read aloud to the student using embedded Text-to-Speech software. The student may pause and resume the audio. To choose a speed (slow, normal, fast), select the "Text-to-Speech Settings" icon. Text-to-Speech in Spanish (Math): The student selects the "Text-to-Speech Player" icon on the toolbar on the right side of the screen. The test is read aloud to the student in Spanish using embedded Text-to-Speech software. The student may pause and resume the audio as needed. To choose a speed (slow, normal, fast), select the "Text-to-Speech Settings" icon. Text-to-Speech (Science): The student will be able to have the text read using a synthetic voice. Eva and Tom are the voice selections available. Eva is the ISBE preferred voice. **Accommodation (ELA):** The purpose of the embedded Text-to-Speech, ASL video, and Human Reader/Human Signer accommodation for the ELA/literacy assessment is to provide access to printed or written texts on the ELA/literacy assessments for a very small number of students with print-related disabilities who would otherwise be unable to participate in the assessment because their disability *severely limits or prevents* their ability to access printed text by decoding.

Indiana	**Accommodation:** Text-to-Speech Except Items Testing Reading Comprehension: Text is read aloud to the student except items testing reading comprehension via embedded TTS software administered on the computer-adaptive test. Students who use TTS will need headphones unless tested individually in a separate setting. Items that measure reading comprehension and are not read aloud will display with the "Do Not Speak/Sign" icon on ILEARN assessments. TTS except items testing reading comprehension is applicable to all ILEARN subject areas. Students testing non-ELA subjects will have all items and stimuli read aloud to them. TTS Refer to the Text-to-Speech Supplemental Information Sheet on the Indiana Assessment Portal for more information. Text-to-Speech Including Items Testing Reading Comprehension: Text is read aloud to the student including items testing reading comprehension via embedded TTS software administered on the computer-adaptive test. Students who use TTS will need headphones unless tested individually in a separate setting. Students who require TTS for all items will have all items and passages read aloud, including those that contain reading comprehension content. TTS including items testing reading comprehension is applicable to ILEARN ELA assessments. (All items on I AM are read to students as a universal feature.) Refer to the Text-to-Speech Supplemental Information Sheet on the Indiana Assessment Portal for more information.

Iowa	**Designated Feature:** Text-to-Speech Available in Reading (Grades 6-11), Language and Writing, Mathematics and Science. Not Allowed for Reading (Grades 3-5). The embedded text-to-speech option provides the student with the option to hear pre-generated text-to-speech content and see synchronized on-screen text highlighting. The embedded text-to-speech solution is configurable to read text and image descriptions. Student preferences for this support are collected through the student registration/PNP profile. The student accesses controls for the text-to-speech player within a menu for the player. Through this menu, the student can choose one of three rates of speed. Students can use the "click to hear" button to listen to a selected portion of the item. Recommendations for use: Students who use text-to-speech will need headphones unless tested individually in a separate setting. Headphones or earbuds must be wired. Bluetooth headphones or earbuds are not allowed. Translation to Spanish with Text-to-Speech (Mathematics and Science): The embedded text-to-speech option provides the student with the option to hear pregenerated text-to-speech content in Spanish and to see synchronized on-screen text highlighting. Recommendations for use: Students who use text-to-speech will need headphones unless tested individually in a separate setting. Headphones or earbuds must be wired. Bluetooth headphones or earbuds are not allowed.
Kansas	**Universal Feature:** Text-to-Speech, TTS directions, TTS science. **Accommodation:** TTS for ELA passages.

Kentucky	**Accommodation:** The Text-To-Speech capability in TestNav was developed by TextHelp and has nearly the same functionality as previous text reader software. In order for a student to receive the TTS functionality during testing the functionality will need to be turned on in PAN, before the student is placed into a session. To setup a student for TTS the DAC/BAC will have two options. • The DAC/BAC can enter the information into PAN via the User Interface (UI). • The DAC/BAC can export a file from PAN, make updates to the student record on the file, and import the file back in to PAN. Detailed instructions for this are posted in the Text to Speech (TTS) and IEP/504 Instructions located on the Kentucky Portal under the Guidance Tab. It is highly advisable that students and staff practice the new Text-To-Speech system by utilizing the accommodated practice tests which has the Text-To-Speech activated.

Louisiana	**Accessibility Feature (Designated Feature):** Math Read Aloud (Text-to-Speech, Kurzweil, Recorded Voice, Human Reader): Audio will begin immediately when the student navigates next/back to each question. On-screen audio controls are provided, allowing the student to pause the audio, adjust the audio volume, turn on/off the follow along feature, and indicate specific areas of the question they wish to replay. **Accommodation (Students with Disabilities):** Text Read Aloud: Text-to-Speech, Kurzweil CD, Recorded Audio File: The Text-to-Speech (TTS) function is available for students testing online who require that their test be read aloud. TTS allows students testing online to listen via headphones or speakers to test information displayed on the screen. Words and numbers, including test directions, questions, answer choices, and other information, will be read aloud and can be repeated as necessary. Audio will begin immediately when the student navigates next/back to each question. On-screen audio controls are provided, allowing the students to pause the audio, adjust the audio volume, turn on/off the follow along feature, and indicate specific areas of the question they wish to replay. Note: To receive the Read aloud accommodation for the ELA assessment (except English III), a student must meet the ELA Read Aloud Criteria (see Appendix C). **Accommodation (English Learners):** Math Spanish Read Aloud: The Text-to-Speech (TTS) function is available for students testing online who require that their test be read aloud. TTS allows students testing online to listen via headphones or speakers to test information displayed on the screen. Words and numbers, including test directions, questions, answer choices, and other information, will be read aloud and can be repeated as necessary. Audio will begin immediately when the student navigates next/back to each question. On-screen audio controls are provided, allowing the students to pause the audio, adjust the audio volume, turn on/off the follow-along feature, and indicate specific areas of the question they wish to replay.

Maine	**Designated Feature:** Text is read aloud to the student via (embedded) TTS technology. Audio is provided for directions, questions, and answer choices, but is not provided for passages in the Reading assessment. Headphones/earbuds are necessary unless a student is tested individually in a separate setting. For students whom Text to Speech (TTS) is an approved tool for the Maine Through Year Assessment for Mathematics and Reading, a Text to Speech tool will enable the text on the screen to be read aloud. For the TTS tool to appear on-screen for the student during the assessment session, it must be pre-selected by the District Assessment Coordinator (DAC) or School Assessment Coordinator (SAC) in the student's record when the SAU does the registration for the student for each assessment administration. Text to Speech can be used for Directions, Prompts, and Answer Choices. Text to Speech cannot be used for Reading Passages.

Maryland	**Designated Feature (Math, Science):** Text-to-Speech: Certain platforms may require that an accessibility feature be identified in advance in order for the feature to be activated within the platform. The volume level may need to be determined prior to testing; once the test session begins, the volume level may not be able to be changed. **Accommodation (Students with Disabilities):** Text-to-Speech for ELA/Literacy including items, response options and passages: The purpose of the embedded text-to-speech accommodation is to provide access to printed or written texts in ELA/L for a very small number of students with print disabilities who would otherwise be unable to participate in instruction or assessment because their disability severely limits their ability to access print. This accommodation is not intended for students reading somewhat (i.e., only moderately) below grade level. In making decisions on whether to provide the student with this accommodation, IEP teams and 504 Plan Coordinators are instructed to consider whether the student has: • Blindness or a visual impairment and has not yet learned (or is unable to use) braille; OR • A disability that severely limits or prevents them from accessing printed text, even after varied and repeated attempts to teach the student to do so (e.g., student is unable to decode printed text); OR • Deafness or a hearing impairment and is severely limited or prevented from decoding text due to a documented history of early and prolonged language deprivation. When determining the need for this accommodation, it is important to consider the purpose of the tests the student will be taking and the skills the test is intending to measure so that it can be determined how the accommodation might affect the results. Most often a human signer is used in instruction. If headphones are not used for text-to-speech, the student must be tested in a separate setting. A consideration may be to use the "reduce distraction to others" administrative consideration (2h). **Accommodation (English Learners):** Text-to-Speech for the Mathematics Assessments in Spanish: See Administration Guidelines Human Reader for the Mathematics Assessments in Spanish.* *A Test Administrator (Human Reader or Human Signer) reads aloud to a student using the provided Human Reader Script in Spanish. The student must be tested in an individual or small-group setting, and the Test Administrator must provide the read-aloud in Spanish only

	(i.e., the test cannot be read aloud in English in addition to Spanish). Small groups should only be used if all students are able to work at approximately the same pace. The number of students in a small group is determined by individual states.

Massachusetts	**Accommodation (Students with Disabilities):** Text-to-speech (TTS): computer reads text aloud for Mathematics and Science (*not* ELA) • For students who require that text be read aloud, IEP teams should consider whether TTS is preferable to a human reader (or vice versa) and list this in each student's IEP or 504 plan (e.g., "text-to-speech is preferable, but human reader is acceptable"). • TTS may be used either with headphones or without headphones in a separate setting. • Students should view the tutorial and take an online TTS practice test prior to testing. • Note: TTS for ELA is a special access accommodation (SA1.1). See Table 6 for guidelines and criteria to receive this accommodation. Text-to-speech (SA1.1) or human read-aloud (SA1.2) for ELA (*not* Math or Science), including oral presentation of test questions, response options, and passages. • Text-to-speech may be used either with or without headphones. If headphones are used, the student may be tested in a typical-sized group. If headphones are not used, the student must be tested individually. • A human reader may either read aloud from the computer-based test (logged in to a nearby computer or sitting next to the student) or from the paper-based test. A human reader may read aloud to a group of up to five students. This accommodation is intended for a very small number of students with disabilities that severely limit or prevent them from reading, as documented in locally administered diagnostic evaluations. To receive the text-to-speech or human read-aloud accommodation for ELA tests, the student must meet all of the following criteria: • be virtually unable to read, even after varied and repeated attempts to teach the student to do so (i.e., the student is at the beginning stages of learning to read, and not simply reading below grade level), as determined by locally administered diagnostic evaluations (reading below the second grade-level) • receive ongoing intervention to learn the skill of reading • use this accommodation routinely (except during instruction in learning to read) The human read aloud (SA1.2) may also be provided to a student who is blind or has a visual impairment and uses a screen reader and/or is unable to use Braille on the tests and retests listed above. If the student will use a screen reader and if the screen reader accommodation is indicated, a separate hard copy Braille test edition will be sent to the school to allow the student to access the appropriate Braille graphics (see accommodation A3.1). **Accommodation (English Learners):**

	Text-to-speech (TTS) (EL3.1) computer reads text aloud for Mathematics and Science (*not* ELA): • A student using the TTS-enabled English-only edition of the computer-based test with headphones may be tested in a typical-size group.
Michigan	**Universal Feature:** Text-to-speech (except for text designated as Do Not Read Aloud)—defaulted as "on" for all students, but can be turned off if needed by muting the computer's speakers or lowering the volume. **Designated Feature:** Text-to-Speech (Items Only) for mathematics items including response options, includes Follow Along. Text-to-Speech (Items Only) test questions and answer options in grades 3-8 (ELA). Text-to-speech (items and answer options), includes Follow Along (Science). **Accommodation:** Text-To-Speech (ELA Passages): This Accommodation is only available for students in grades 6 and 7. This accommodation will give the students an opportunity to hear test questions, answer options, and Reading passages. This Accommodation is appropriate for a very small number of students (estimated to be approximately up to two percent of students with disabilities participating in a general assessment). However, this percentage is not intended as a cap for the number of students who may utilize this support. It is available as an Accommodation for students whose need is documented in an IEP or Section 504 plan. Students who use text-to-speech will need headphones, unless tested individually in a separate setting. Students will also have the follow-along feature enabled if this option is turned on for them in the DRC INSIGHT Portal.

Minnesota	**Accommodation (Students with Disabilities):** Accommodated text-to-speech is available for the online Mathematics and Science MCAs. Accommodated text-to-speech provides computer-generated audio for charts and graphs in addition to the audio that is provided for standard text-to-speech; students can select the parts of the item they want to listen to. Because accommodated text-to-speech also provides audio for all the labels, graphs, and charts, it may be beneficial only for a limited number of students with an IEP or 504 plan. Cognitive overload may occur if a student is presented with too much visual and aural information simultaneously, resulting in the student being unable to process the information. Typically, only a small number of students need accommodated text-to-speech—for example, those who may require language or visual processing supports; the default for most students should be the standard text-to-speech, which is available as a general support on the Mathematics and Science MCAs. Each individual student's needs must be taken into account when determining which version of text-to-speech will be the most beneficial for them. For more information, refer to the item samplers available on Item Samplers page of the PearsonAccess Next website to hear examples of both types of text-to-speech (PearsonAccess Next > Preparing for Testing > Item Samplers). **Accommodation (English Learners):** Standard text-to-speech is available for the online Mathematics and Science MCAs. Standard text-to-speech provides computer-generated audio, and students can select the parts of the item they want to listen to. While standard text-to-speech is available as a general support for all students, it may be most beneficial for English learners at the intermediate level of English proficiency where their listening proficiency may be higher than their reading proficiency. Standard text-to-speech may not be as much of a support for: • English learners at the beginning level, as it may not be appropriate if the student is newly arrived and has very limited exposure to English, or • English learners at the advanced/transitional level, because their reading proficiency is high enough that the addition of audio may cause cognitive overload. Note: As a general support, no code is required in Pretest Editing; standard text-to-speech is automatically available in the student's test.

Mississippi	**Accommodation:** Embedded accommodations (e.g., text-to-speech) are provided digitally through instructional or assessment technology. For ELA (grades 3-8) and English II, passages cannot be read to the student.
Missouri	**Accommodation:** Embedded Text-To-Speech technology—The computer reads to the student. A student score may be invalidated by using specific accommodations. When a score is invalidated, that student will receive the Lowest Obtainable Scale Score (LOSS) and a performance level of Below Basic. For Grade-Level Assessments, the following accommodations, even if in a student's IEP/504 Plan, will result in an invalidation: • Use of Text-To-Speech, Human Reader, Assistive Technology or Native Language in grades 3-5 for the ELA Reading Passages

Montana	**Designated Feature:** Text-to-Speech (Math, ELA items only, not for reading passages): Text is read aloud to the student via embedded text-to-speech technology. The student is able to control the speed as well as raise or lower the volume of the voice via a volume control. Recommendations for use: Students who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud. This support also may be needed by students with reading-related disabilities, or by students who are blind and are advancing toward English braille proficiency. Students would need to use this support regularly during instruction to meaningfully benefit from it on assessments. Students who use text-to-speech will need headphones unless tested individually in a separate setting. Text-to-Speech in Spanish (Math): Text in Spanish is read aloud to the student via embedded text-to-speech technology. The student is able to control the speed as well as raise or lower the volume of the voice via a volume control. Students must qualify for and have both Spanish and TTS enabled in TIDE to receive this combined designated support. Recommendations for use: Students who are struggling readers, whose primary language is Spanish, and who use dual language supports in the classroom may need assistance accessing the assessment by having all or portions of the assessment read aloud. This support also may be needed by students with reading-related disabilities, or by students who are advancing toward English braille proficiency. This support will likely be confusing and may impede the performance of students who do not regularly have the support during instruction. Students who use text-to-speech in Spanish will need headphones unless tested individually in a separate setting. **Accommodation:** Text-to-Speech (passages only): Text is read aloud to the student via embedded text-to-speech technology. The student is able to control the speed as well as raise or lower the volume of the voice via a volume control. Recommendations for use: This accommodation is appropriate for a very small number of students and the use must be written into a student's IEP/504 plan. Undocumented use results in invalidation. Text-to-speech is available as an accommodation for students whose need is documented in an IEP or 504 plan. Students who use text-to-speech will need headphones unless tested individually in a separate setting.

Nebraska	**Designated Feature (Math, Science):** The student uses this feature to hear generated audio of directions, content, and test items for Math and Science. Recommendations for use: Students that benefit from hearing generated audio but do not have an IEP, 504 Plan, or EL learners. Students should regularly have access to generated audio during instruction. No student should have access to TTS if they do not use it regularly as part of instruction. **Accommodation (Students with Disabilities):** Text-to-Speech (ELA passages not read): The student uses this feature to hear generated audio of directions, content, and test items. ELA passages may not be read aloud. Items that test writing skills and look like longer passages may be read aloud. Typically, passages that may not be read aloud are on left side of split screen. Recommendations for use: Students with reading-related disabilities who may need assistance accessing instructional content. Students who use text-to-speech will need headphones unless tested individually in a separate setting. **Accommodation (English Learners):** Text-to-Speech in English & Spanish (ELA passages not read): The student uses this feature to hear generated audio of directions, content, and test items. Recommendations for use: Students who use text-to-speech will need headphones unless tested individually in a separate setting.

Nevada	**Designated Feature:** Text-to-Speech (math stimuli and items, ELA items, not for reading passages): Text is read aloud to the student via embedded text-to-speech technology. The student is able to control the speed as well as raise or lower the volume of the voice via a volume control. Recommendations for use: Students who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud. This support also may be needed by students with reading-related disabilities, or by students who are blind and are advancing toward English braille proficiency. Students would need to use this support regularly during instruction to meaningfully benefit from it on assessments. Students who use text-to-speech will need headphones unless tested individually in a separate setting. Text-to-Speech in Spanish (Math): Text in Spanish is read aloud to the student via embedded text-to-speech technology. The student is able to control the speed as well as raise or lower the volume of the voice via a volume control. Recommendations for use: Students who are struggling readers, whose primary language is Spanish, and who use dual language supports in the classroom may need assistance accessing the assessment by having all or portions of the assessment read aloud. This support also may be needed by students with reading-related disabilities, or by students who are advancing toward English braille proficiency. This support will likely be confusing and may impede the performance of students who do not regularly have the support during instruction. Students who use text-to-speech in Spanish will need headphones unless tested individually in a separate setting. **Accommodation:** Text-to-speech (available for ELA reading passages): Text is read aloud to the student via embedded text-to-speech technology. The student is able to control the speed as well as raise or lower the volume of the voice via a volume control. Recommendations for use: This accommodation is appropriate for a very small number of students. Text-to-speech is available as an accommodation for students whose need is documented in an IEP or 504 plan. Students who use text-to-speech will need headphones unless tested individually in a separate setting.

New Jersey	**Accessibility Feature (Designated Feature):** Text-to-Speech (Math, Science): The student selects the "Text-to-Speech Player" icon on the toolbar on the right side of the screen. The test is read aloud to the student using embedded text-to-speech software. The student may pause and resume the audio. To choose a speed (slow, normal, fast), select the "Text-to-Speech Settings" icon. Once the test begins, the volume level cannot be changed. The student must be tested in a separate setting if unable to wear headphones. **Accommodation (Students with Disabilities):** ELA Assessments, including items, response options, and passages: Text-to-Speech, ASL Video. Purpose: The purpose of the embedded text-to-speech, ASL video, and Human Reader/Human Signer accommodation for the NJSLA and NJGPA ELA assessment is to provide access to printed or written texts on the NJSLA and NJGPA ELA assessments for a very small number of students with print-related disabilities who would otherwise be unable to participate in the assessment because their disability severely limits or prevents their ability to access printed text by decoding. This accommodation is not intended for students reading somewhat (i.e., only moderately) below grade level. **Accommodation (English Learners):** Text-to-Speech in Spanish (Math, Science): The student selects the "Text-to-Speech Player" icon on the toolbar on the right side of the screen. The test is read aloud to the student in Spanish using embedded text-to-speech software. The student may pause and resume the audio as needed. To choose a speed (slow, normal, fast), select the "Text-to-Speech Settings" icon. Once the test begins, the volume level cannot be changed. Student must be tested in a separate setting if unable to wear headphones.

New Mexico	**Accessibility Feature (Designated Feature):** Text-to-Speech (English or Spanish): Students can play, pause, skip, or stop audio. They can select specific text for on-demand audio, and the Gear icon allows students to change the volume or speed of the text being read aloud. Text-to-Speech is not available in the NM-MSSA ELA Reading Section that measures reading skills. **Accommodation:** ELA Text-to-Speech English (Presentation Option): The purpose of the text-to-speech, ASL video, Human Reader, and Human Signer accommodations for the ELA assessment is to provide access to printed or written texts on the ELA assessments for a very small number of students with print-related disabilities who would otherwise be unable to participate in the assessment because their disability severely limits or prevents their ability to access printed text by decoding. This accommodation is not intended for students reading somewhat (i.e., only moderately) below grade level. The Text to Speech Feature is not allowable in the ELA Section 1 Reading Test of NM MSSA. This feature is deactivated by Cognia.
New York	**Accommodation:** Text-to-speech, speech-to-text, and word-prediction software programs are allowable testing accommodations on State assessments at the elementary, intermediate, and secondary grade levels if documented as a testing accommodation (or implementation specification for a testing accommodation) in a student's IEP/504 plan, as indicated in the chart in Appendix J: Allowable Accommodations across the New York State Testing Program. When using such software to implement testing accommodations on State assessments, the student must not have access to any unauthorized features, such as the internet, a dictionary, or a thesaurus. Text-to-speech capabilities are embedded within the Grades 3-8 ELA and Mathematics CBT platform and may be activated prior to testing for a student with a disability if included in the testing accommodation recommendations in the student's IEP/504 plan. If a student is using text-to-speech software as a testing accommodation for a paper-based State Assessment or Examination, the school must submit to the Office of State Assessment a request for approval to reformat the test. Please refer to Section IV: Implementing Testing Accommodations of this document for additional detail on submitting reformatting requests. For additional information on the use of text-to-speech software to provide the "tests read" testing accommodation, please refer to Appendix F: Recommending and Administering "Tests Read."

North Carolina	**Accommodation:** Test Read Aloud (in English): The Test Read Aloud (in English) accommodation permits the test to be read aloud to a student during the administration of state tests that do not measure reading comprehension. The IEP team or Section 504 committee determines if a student needs a test read aloud, and if so, in what manner it will be read aloud. These decisions must be documented in the student's IEP or Section 504 Plan. There are three methods in which a student may have a test read aloud: (1) the test administrator reads the test aloud, (2) a device reads the test aloud, or (3) a combination of the two methods. If the Test Read Aloud (in English) accommodation is provided during the administration of North Carolina tests that measure reading comprehension (i.e., selections, sample questions, test questions, or answer choices are read aloud to the student), the test results are invalid. The following North Carolina tests measure reading comprehension: • North Carolina EOG Reading Tests (Grades 3–8)
North Dakota	**Designated Feature:** Text-to-speech/Audio support/Spoken audio: The student uses this feature to hear pre-recorded or generated audio of tasks. Students who use text-to-speech supports will need headphones, unless they are being tested individually in a separate setting. When the instructional objective is focused on comprehension, appropriate supports for a student with a reading disability might include reading the material aloud or letting the student use a text-to-speech app to access grade level content. However, read-aloud or text-to-speech supports would not be appropriate when the learning target is decoding text.

Ohio	**Universal Feature (Math, Science):** Text-to-speech as a universal tool will be turned on for mathematics, science and social studies tests. The text-to-speech feature reads aloud the test to the student when the student selects an available "speak" option. Students must use headphones for text-to-speech if tested in a group setting. Only students who meet the criteria to have a read-aloud accommodation on the English language arts test may use this feature for English language arts. See Appendix B: Decision-Making Tool for Reading Access Accommodation for more information. Students who use text-to-speech should use a voice pack they are familiar with and adjust the volume, pitch and rate prior to starting the test. Students also can adjust volume, pitch and rate while in the Student Testing Site. Detailed information about text-to-speech functionality is in the Test Administration Manual. **Accommodation (Students with Disabilities):** Reading Access for online test: A test administrator or monitor reads from the student's computer screen to the student. For online testing, students may use text-to-speech for a read-aloud. In some cases, a student's disability may prohibit them from using the text-to-speech feature and require a human reader. If testing in a small group, test administrators should ensure that all students in the group have similar abilities so that the reader's pace meets all students' needs without being too slow or too fast for any student. Text-to-Speech (ELA): The text-to-speech feature reads aloud the test to the student when the student selects an available "speak" option. Students must use headphones if tested in a group setting. Only students who meet the criteria in Appendix B: Decision-Making Tool for Reading Access Accommodations may have a read-aloud accommodation on the English language arts test. Students who use text-to-speech should use a voice pack they are familiar with and adjust the volume, pitch and rate prior to starting the test. Detailed information about text-to-speech functionality is in the Test Administration Manual. Manuals are available on Ohio's State Tests Portal. **Accommodation (English Learners):** The text-to-speech Spanish/English accommodation reads aloud the bilingual test form to the student and is enabled by default when students take the test with the bilingual test form enabled. This accommodation is not allowed for the English language arts tests unless the student also has an IEP or 504 plan that allows text-to-speech for the English language arts

	tests. This accommodation is recommended for English learners with beginning-level English proficiency and some English learners with intermediate-level English proficiency. It may be inappropriate for advanced-level English learners. Students who use text-to-speech should use a voice pack they are familiar with and adjust the volume, pitch and rate prior to starting the test. Detailed information about text-to-speech functionality is in the Test Administration Manual on Ohio's State Tests Portal. A Spanish voice pack may be needed to speak the Spanish version of the test. The practice tests should be administered with the setting turned on to confirm the text-to-speech functions properly.
Oklahoma	**Accommodation (Students with Disabilities):** Text-to-Speech, Human Reader, or Sign Language Interpretation applies to all Math, Science, and U.S. History test sections and Grades 5 & 8 ELA writing/extended constructed response sections only. Text-to-Speech is built into the online testing client, requires the use of earphones, and may be administered in individual, small group, or regular setting. (All Math, Science, U.S. History tests, and Grades 5 & 8 ELA Section 3 only.) Please note: A student should be familiar with the accommodation prior to testing and if they do not use it for benchmark or other online testing platforms throughout the year it may not be appropriate. **Accommodation (English Learners):** Translated Test Forms in neutral Latin American Spanish for test instructions, items and answer choices: Grades 3-8 Math, Grades 5 & 8 Science. Translated computer-based forms will have accompanying Spanish text-to-speech capabilities.

Oregon	**Designated Feature, Accommodation (Students with Disabilities):** Embedded designated support available on Mathematics, Science, SEED Survey, and ELA CAT for items only and ELA PT for stimuli and items. Embedded Accommodation available on ELA CAT for reading stimuli/passages. Note: While embedded text-to-speech (TTS) is not available on the ELPA Summative, ELPA Screener, or ORExt, these assessments all have the audio support universal tool. Text is read aloud to the student via embedded text-to-speech (TTS) technology, including the student's responses to constructed-response items. The student can control the speed as well as the volume level of the voice. Enabling TTS will require the student to use headphones unless tested individually in a separate setting. If appropriate for the student, a "tracking" feature can also be enabled in the TA interface or TIDE, which highlights words as they are being read aloud by TTS. Recommendations for use: Students who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud. This support also may be needed by students with reading-related disabilities, or by students who are blind and are advancing toward English Braille proficiency. This support may be confusing and may impede the performance of students who do not regularly have the support during instruction. Students should use this support regularly during instruction to meaningfully benefit from it on assessments. Text-to-speech on ELA CAT reading stimuli/passages as an accommodation is appropriate for a very small number of students and is available for students whose need is documented in an IEP or 504 plan. NOTE: The embedded designated support of text-to-speech is not available for ELA items through the braille interface. The non-embedded Read-aloud designated support is available for students using the Braille Interface who require read-aloud support for ELA items. **Accommodation (English Learners):** In addition to English TTS, Spanish TTS is available for Mathematics and Science for students who also have the Translations (dual language) designated support enabled. A Spanish language pack must be installed on the student's testing device for Spanish TTS to function properly. Instructions are included in the Assistive Technology Manual. *All or portions of the approved content may be read aloud via embedded text-to-speech technology.

Rhode Island	**Accommodation (Students with Disabilities):** Text-to-Speech (Science): Student uses embedded Text-to-Speech feature in the Test Delivery Platform for read aloud. The student can control the speed and the volume. *With headphones:* student may be tested in a typical-size group. *Without headphones:* student must be tested in a separate setting. Text-to-Speech (ELA): The student requires a read aloud and will use the embedded text-to-speech function for the ELA test, including test questions, response options, and passages, with or without headphones. Criteria: This accommodation is intended a student who has a disability(ies) that severely limits or prevents them from reading, as documented in locally administered diagnostic evaluations. The student must meet all of the following criteria: • be virtually unable to read, even after varied and repeated attempts to teach the student to do so (i.e., the student is at the very beginning stages of learning to read, and not simply reading below grade level); and • uses this accommodation routinely (except during reading instruction); and • receives ongoing intervention to learn the skill. The student: • may be tested in a typical-sized group if using headphones; • must be tested individually, in a separate setting, if not using headphones Text-to-Speech (Math): Students with disabilities and EL students who require text-to-speech (TTS) for math tests in English. Text is read aloud using embedded text-to-speech technology in TestNav. The student can control the volume. NOTES: • Using headphones: test student in a typical-sized group. • Not using headphones: test student in a separate setting. • *Reading aloud selected words on the mathematics tests* is an accessibility feature and may be more appropriate for students who need occasional reading assistance. **Accommodation (English Learners):**

	Text-to-Speech (Math): Students with disabilities and EL students who require text-to-speech (TTS) for math tests in English. Text is read aloud using embedded text-to-speech technology in TestNav. The student can control the volume. Spanish Tests (Science). The student will be taking the computer-based NGSA test in Spanish. • Students may toggle back-and-forth between English and Spanish text and audio of the test items, as necessary. • The audio provided will also change from English to Spanish depending on which version of the test item the student has displayed. • The entire test will be read word-for-word in Spanish.

South Dakota	**Designated Feature:** Text-to-Speech (Math, Science, ELA items, not for reading passages): Text is read aloud to the student via embedded text-to-speech technology. The student is able to control the speed as well as raise or lower the volume of the voice via a volume control. Recommendations for use: Students who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud. This support also may be needed by students with reading-related disabilities, or by students who are blind and are advancing toward English braille proficiency. Students would need to use this support regularly during instruction to meaningfully benefit from it on assessments. Students who use text-to-speech will need headphones unless tested individually in a separate setting. Text-to-Speech in Spanish (Math): Text in Spanish is read aloud to the student via embedded text-to-speech technology. The student is able to control the speed as well as raise or lower the volume of the voice via a volume control. Recommendations for use: Students who are struggling readers, whose primary language is Spanish, and who use dual language supports in the classroom may need assistance accessing the assessment by having all or portions of the assessment read aloud. This support also may be needed by students with reading-related disabilities, or by students who are advancing toward English braille proficiency. This support will likely be confusing and may impede the performance of students who do not regularly have the support during instruction. Students who use text-to-speech in Spanish will need headphones unless tested individually in a separate setting. **Accommodation:** Text-to-Speech (ELA reading passages): Text is read aloud to the student via embedded text-to-speech technology. The student is able to control the speed as well as raise or lower the volume of the voice via a volume control. Recommendations for use: This accommodation is appropriate for a very small number of students. Text-to-speech is available as an accommodation for students whose need is documented in an IEP or 504 plan. Students who use text-to-speech will need headphones unless tested individually in a separate setting.
Tennessee	Oral presentation (read aloud, Text to Speech, or signing) is an accommodation available to students with an IEP, 504 plan, or English Learner ILP if the IEP, 504 or ILP team determines that oral or signing presentation is required for the student to access the assessment.

Texas	**Designated Feature:** This designated support allows test material to be read aloud or signed to a student. All references in this document to reading support during an oral administration also apply to oral interpretation (e.g., lipreading) and signing during a signed administration. An online oral or signed administration is administered via text-to-speech (TTS) or ASL videos. A student may use this designated support if that student routinely and effectively uses the designated support during classroom instruction and classroom testing and meets at least one of the following criteria: • the student is a current emergent bilingual (EB) student and takes a State of Texas Assessments of Academic Readiness (STAAR®) test in English, • the student is identified with dyslexia or a related disorder per Texas Education Code §38.003, or • the student has documented evidence of reading difficulties. For a student who meets the eligibility criteria, this designated support may be used on: • STAAR and STAAR Spanish Mathematics: questions, answer choices, content and language supports, required reference materials, allowable designated supports. • STAAR and STAAR Spanish Science: questions, answer choices, content and language supports, required reference materials, allowable designated supports • STAAR and STAAR Spanish Reading: questions, answer choices, content and language supports, required reference materials, allowable designated supports, direction lines, NOT passages.
Utah	**Accommodation:** Computer-based assessments may have embedded text-to-speech that standardizes the way text and graphics are presented. Descriptions of symbols, nomenclature, and other graphics can be provided with text-to-speech. Text-to-speech technology may be provided for an assessment for items where the construct of the item is not violated. For example, text-to-speech would not be available on a reading test for reading items because it would violate the construct of the test item. For RISE: Embedded and allowed for any student. If the reading of any portion of an ELA, mathematics, or science item violates the construct of that item, text-to-speech will not be available. When text-to-speech is appropriate, it will be available to select onscreen.

Vermont	**Designated Feature:** Text-to-Speech (Math, Science): Items and stimuli are read aloud to students in mathematics and science. Text-to-Speech (ELA): For this accommodation the text-to-speech will only read the items. Students who also need passages read will need a human reader for the passages.
Virginia	**Accommodation:** Read-Aloud or Audio Accommodation: Students with disabilities that impact their ability to read may have test items read aloud in English by the test examiner using the read-aloud accommodation or delivered through an audio or text-to-speech player in an online test. The IEP Team or 504 Committee must determine whether the audio or read-aloud accommodation is the most appropriate delivery method for the student for online or paper testing. Students with disabilities are expected to have practice in using the audio accommodation prior to being administered an audio Growth Assessment or SOL test. Since it would be very difficult for school divisions to provide an online audio accommodation during instruction, the following guidelines have been established to provide clarification as to the circumstances under which a student could be provided with an online audio accommodation during testing. • The IEP Team or 504 Committee must determine whether the read-aloud accommodation administered by a Test Examiner or the online audio accommodation is the more appropriate delivery method for online testing. It is particularly important that the parent agrees to the delivery method and that the decision is clearly documented in the IEP or 504 Plan. • The online audio accommodation on a Growth Assessment or SOL test may be provided to students who typically have a read-aloud accommodation during instruction or to those who use recorded media or text readers in the classroom. • If the IEP Team or 504 Committee determines that the online audio accommodation is the more appropriate accommodation, the student should have practice with audio practice items available in the online application, TestNav, which is used to administer online Growth Assessments and SOL tests. See the SOL Practice Items page on the Virginia Department of Education website for more details of how to access the audio practice items.

Washington	**Designated Feature:** Text-to-Speech (student responses, ELA, Math, Science): Text that the student entered into the response box for a constructed response is read aloud to the student via embedded text-to-speech technology when they select the [sound button] at the top of the response box. Recommendations for use: Students who use text-to-speech will need headphones unless tested individually in a separate setting. Text-to-Speech (text content, ELA, Math, Science): The text-to-speech designated support is not for ELA CAT reading passages. Text in the items and/or stimuli is read aloud to the student via embedded text-to-speech technology. The student is able to control the speed as well as raise or lower the volume of the voice via a volume control. Recommendations for use: Students who are struggling readers, or students who have reading-related disabilities, or students who are blind and are advancing toward English braille proficiency may benefit from assistance accessing the assessment by having all or portions of the assessment read aloud. Students would need to use this support regularly during instruction to meaningfully benefit from it on assessments. Students who use text-to-speech will need headphones unless tested individually in a separate setting. Text-to-Speech in Spanish (test content, Math, Science): Text presented in Spanish is read aloud to the student via embedded text-to-speech technology. The student is able to control the speed as well as raise or lower the volume of the voice via a volume control. Note: Student testing device must have a Spanish voice pack installed for a test with both Spanish presentation and Text-to-Speech to be administered. Recommendations for use: Students who are struggling readers, whose primary language is Spanish, and who use dual language supports in the classroom may need assistance accessing the assessment having all or portions of the assessment read aloud. Students would need to use this support regularly during instruction to meaningfully benefit from it on assessments. Students who use text-to-speech in Spanish will need headphones unless tested individually in a separate setting. **Accommodation:** Text-to-speech (test content, ELA): For ELA CAT reading passages. Passage text is read aloud to the student via embedded text-to-speech technology. The student can control the speed as well as raise or lower the volume of the voice.

	Recommendations for use: Students who use text-to-speech will need headphones unless tested individually in a separate setting. This accommodation is appropriate for a very small number of students.
West Virginia	**Accommodation (Students with Disabilities, English Learners):** Text-to-Speech (TTS), excluding ELA reading passages: Text is read aloud to the student via embedded text-to-speech technology. The student can control the speed as well as raise or lower the volume of the voice via volume control. Blue tooth connected headphones are not permitted on any state assessment. When to select: For students who are struggling readers and who may need assistance accessing the assessment by having the assessment read aloud, excluding ELA reading passages. This accommodation may be needed by students with reading-related or visional impairment disabilities. This option may also be appropriate for EL students. **Accommodation (Students with Disabilities):** Text-to-Speech (TTS), including ELA reading passages: Text is read aloud to the student via embedded text-to-speech technology or using assistive technology. The student can control the speed as well as raise or lower the volume of the voice via volume control. Blue tooth connected headphones are not permitted on any state assessment. When to select: • The student is blind or has low vision. • The student is a beginning braille reader who has not yet developed braille fluency. • The student whose disability severely affects their ability to read passages independently and who utilize classroom accommodations such as text-to-speech, audio recordings, and/or a human reader during classroom instruction and during classroom assessments. WVGSA notes: • The student whose disability severely affects their ability to read passages independently and who utilizes classroom accommodations such as text-to-speech, audio recordings, and/or a human reader during classroom instruction and during classroom assessments on a near daily basis. This accommodation is not appropriate for those students who merely read at a slower rate.

Wisconsin	**Universal Feature:** Text-to-Speech (Computer Voice) (Not allowed for the passages in the ELA Reading Session.): The text-to-speech (TTS) function allows the student to listen to test information displayed on the screen. Words and numbers, test directions, questions, answer choices, and other information is read aloud by the computer and may be replayed as necessary. TTS will not automatically play it requires students to press the play button for each item they want TTS to read. This allows a student to decide if they want to use the feature. Text-to-speech (TTS) (computer voice) is a universal support available to all students in all grades for mathematics, science, social studies, and English language arts (ELA) (not allowed for the passages in the ELA Reading Session). With this feature, test content is read aloud by the computer in the English language. Students who use this support will need headphones unless tested individually in a separate setting. The majority of students who require text read to them should use the TTS universal support, to ensure these students are provided a standardized support across the state. This includes students who have IEP or 504 plans. Human readers (Read Aloud) are ONLY permitted in cases where students cannot manage to work with the computer audio voice (e.g., some students with autism or hearing impairments). **Designated Feature:** Stacked Translation (Spanish) with English Text-to-Speech: Stacked Spanish translation is available as a designated support for students on mathematics, science, and social studies assessments. Stacked translation presents students with a complete Spanish translation of all test content together with the original English text. For students whose primary language is Spanish and who use dual language supports in the classroom, the use of the stacked translation designated support may be appropriate. When this support is assigned, the computer (text-to-speech) will only read the English content on the exam to the student. The Spanish content on the test form will not be read to the student. Students who require the computer to read the Spanish content should use the Stacked Translation (Spanish) with Spanish Text-to-Speech designated support. Students who use Stacked Translation with English TTS will need headphones unless tested individually in a separate setting. NOTE: Translation is not permitted during ELA as the ELA test is designed to measure the student's knowledge of the English language.

Wyoming	**Designated Feature:** Text-to-Speech (for ELA items, math items, science stimuli & items, and writing items & passages ONLY, not for ELA passages): Text is read aloud to the student via embedded text-to-speech technology. The student is able to control the speed as well as raise or lower the volume of the voice via volume control. Recommendations for use: Students who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud. Teams may also consider adding this support for students with anxiety and attention concerns. This support requires routine practice and familiarization during daily instruction in order to avoid undue confusion and/or impedance on performance during testing. Students who use text-to-speech will need headphones unless tested individually in a separate setting. **Accommodation:** Text-to-Speech (for ELA passages): Text is read aloud to the student via embedded text-to-speech technology. The student is able to control the speed as well as raise or lower the volume of the voice via volume control. See Appendix D: Text-to-Speech, Human Reader/Human Signer Decision-Making Tool. Recommendations for use: Text-to-speech is available as an accommodation for students whose need is documented in an IEP or 504 Plan. EL students may only receive this accommodation if it is documented in their IEP or 504 Plan. This support also may be needed by students with reading-related disabilities, or by students who are blind, have low vision, or do not have adequate braille skills. Teams may also consider adding this accommodation for students with severe anxiety or with severe attention concerns. Students who use text-to speech will need headphones unless tested individually in a separate setting.

Footnotes

[1]

States' accessibility policies on text-to-speech were obtained through the examination and analysis of publicly available information, including accommodations manuals or other policy documents, on state department of education websites. The policies were gathered from states' websites between August and October 2023.The information in the tables from each state was coded based on information in the state policy.

[2]

Universal Features are available to all students as they access instructional or assessment content. *Designated Features* are available to any student as long as an educator (or team of educators, with student and parent input) indicates that they would be helpful given the student's characteristics and needs. *Accommodations* are changes in procedures or materials ensure equitable access to instructional and assessment content and generate valid assessment results for students who need them. Accommodations are generally available to students for whom there is documentation on an individualized education program (IEP) or 504 accommodations plan; some states also have offered accommodations to English learners.

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